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COURSE OF STUDY

AND

SYLLABUSES

IN

DRAWING

CONSTRUCTIVE WORK

SEWING

AND

COOKING

FOR THE

ELEMENTARY SCHOOLS

OF

THE CITY OF NEW YORK

1903

COURSE OF STUDY
IN
DRAWING
CONSTRUCTIVE WORK
SEWING
AND
COOKING

AS ADOPTED BY THE
BOARD OF EDUCATION

MAY 27, 1903

WITH
A Syllabus in each of these Subjects

AS ADOPTED BY THE
BOARD OF SUPERINTENDENTS

JUNE 18, 1903

DEPARTMENT OF EDUCATION
THE CITY OF NEW YORK
PARK AVENUE AND FIFTY-NINTH STREET

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DRAWING AND CONSTRUCTIVE WORK

INTRODUCTORY NOTE

The general purpose of the instruction in the manual branches is the development of the power to observe accurately and to express freely; the development of muscular co-ordination, or manual dexterity; the development of individuality and originality in planning and execution; the fostering of a love of order, neatness, and system in work, of a love of beauty, and of appreciation of what contributes to that desirable attribute—taste. Further, the manual arts are taught to the child in order that through the expression of his deep-lying instincts to tell, to construct, and to decorate, he may become conscious of his own powers and of their value, of his relation to his fellows, and to the world in which he lives. Things are planned and made in order that the child may gain the constructive point of view.

The course in the arts is thus presented as a co-ordinate whole rather than as a series of unrelated studies. The different branches—Drawing, Construction, and Design—are closely related to one another, in order that the exercises may rise as far as possible in the child's interest in his immediate surroundings. The necessity for using different forms of drawing and construction, in connection with his home activities and with the studies of the general curriculum, are thus made prominent. The manual

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arts are offered as an integral part of the general course of study; they form an essential element in its constitution.

The general arrangement of the course is conditioned by the indicated aims. Opportunity for abundant illustrative drawing is presented throughout the elementary grades, in order that the child may use such drawing as a means of expression. Instruction in object drawing is also systematically given, in order that from the entrance of the child into school he may steadily gain in the power to see, to make discriminative judgments, and to record the results of such judgments with ease and certainty. Constructive work is early presented in order that he may acquire dexterity and skill in the handling of simple tools and in the manipulation of a variety of materials. Constant opportunity is given for personal initiative and original solution. Throughout the course, the work in Design is related to that in Construction, as it is believed that a knowledge of Design—of what contributes to beauty in form and arrangement—should be knowledge for use. Throughout the course, emphasis should be laid upon the individuality of the pupil, upon his gain in power to think and to do for himself. The desire for results in the form of a perfect product should never blind the teacher to the importance of a sound comprehension by the pupil of both purpose and process. The stress should be laid upon the producer rather than upon the process or product.

Grade 1A

COURSE OF STUDY

Freehand representation of objects; simple illustrative drawings.

Constructive work with application of decorative design.

Color. Study of pictures.

SYLLABUS

FREEHAND REPRESENTATION. Crayon, charcoal, chalk, pencil, or brush used. Objects drawn should be from nature, such as grasses, leaves, flowers, fruits, vegetables, trees, or animals; simple familiar objects, such as flag, hoop, ball, etc. The form selected for representation should be related to the child's life and environment.

The aim should be to awaken interest and to develop habits of observation and expression. Attention should be directed to the mass, to the proportion, and to the direction of line. The drawing should be large and free. Practice should be given on paper or blackboard to secure freedom of movement.

ILLUSTRATIVE DRAWINGS. Crayon, charcoal, pencil, ink, water color, or scissors used. Illustration of simple incidents in connection with individual experience in child's life; occupations, games, aspects of nature, and stories showing action; also pictorial ideas developed in connection with language work, nature study, and other subjects.

The aim should be to develop habits of mental imagery and free individual expression. Ideas of action, relation, and proportion should be developed. Where possible, pupils may act ideas. The drawings should be kept simple and details suppressed.

CONSTRUCTIVE WORK, AND DESIGN. Paper, sticks, tablets, or other appropriate material used; for decoration, colored crayon or brush.

Forms made should be suggested by the pupil's immediate interests in school, home, seasons, and holidays. Decorations, when applied to these forms, should consist of original combinations of lines and spots, or simple units derived from natural forms.

The aim should be to cultivate the taste, and to develop habits of accuracy and neatness. Forms should be made from illustration and direction; designs should show regularity in spacing, size, and arrangement.

COLOR. Prism, colored paper, chalk, water color, natural, and manufactured objects used. The aim should be to foster the child's love of color, and to develop recognition of the six leading colors as they appear, separately and in combination. The lessons should be developed from the study of nature, language work, drawing, and design.

STUDY OF PICTURES. The aim should be to respond to the child's love for pictures by presenting to him illustrations of animal and child life. The pupils should be encouraged to study the picture and to express freely their own feelings. Colored pictures of artistic merit should be used when possible.

Grade 1B

COURSE OF STUDY

Freehand representation of objects; simple illustrative drawings.

Constructive work with application of decorative design.

Color. Study of pictures.

SYLLABUS, as in 1A

Grade 2A

COURSE OF STUDY

Freehand representation of objects; simple illustrative drawings.

Constructive work with application of decorative design.

Color. Study of pictures.

SYLLABUS

FREEHAND REPRESENTATION. Crayon, charcoal, chalk, pencil, or brush used. Objects drawn should be from nature, such as grasses, leaves, twigs, flowers, fruits, vegetables, trees, or animals; or consist of familiar flat forms, such as kite, shield; or of circular and semi-circular forms,

such as plate and fan; or of spherical and cylindrical forms, such as balloon, bowl, pail, etc. The forms selected for representation should be related to the child's life and environment. Interest should be aroused by developing this relationship.

The aim should be to develop habits of observation and expression through drawings of good size, placing, and proportion. Attention should be directed to the mass, to the proportion, and to the direction of line; in the drawing of familiar objects, to the appearance of the circle seen below the eye; in plant form drawing, to the character of growth. Individual models should be used where possible. Practice should be frequently given on paper or blackboard to secure freedom of movement.

ILLUSTRATIVE DRAWINGS. Crayon, charcoal, pencil, ink, water color, or scissors used. The illustrations made should represent individual experiences and natural phenomena; also pictorial ideas developed in connection with language work, nature study, and other subjects.

The aim should be to cultivate the habit of mental imagery and the free expression of such images in simple drawings, each pupil being permitted to tell the story in his own way. Comprehension of relations and proportions should be developed, as well as the ability to express action.

CONSTRUCTIVE WORK, AND DESIGN. Paper, sticks, or other appropriate material used; for decoration, colored crayon or brush. Forms made should be suggested by pupil's immediate interests in school, (nature study, language, etc.) in home, in seasons, or in holidays. Decoration should consist of original combinations of lines and spots, or of single units derived from natural forms, and should be proportioned to the space decorated.

The aim should be to familiarize the child with simple tools and materials, and with the use of simple decorative elements. Opportunity should be offered for originality in construction. The designs—simple units or borders—should familiarize the child with repetition, alternation, and radiation.

COLOR. Prism, colored paper, chalk, water color, natural, and manufactured objects used. The aim should be to develop the child's love of color, and ability to recognize six leading colors, their tints and shades, as they appear separately and in combination. The lessons should be developed in connection with the study of nature, language work, drawing, and design.

STUDY OF PICTURES. The pictures presented should be of child and animal life. They should be employed to elicit the individual interests of children. Free expression of these interests should be encouraged.

Grade 2B

COURSE OF STUDY

Freehand representation of objects; simple illustrative drawings.

Constructive work with application of decorative design.

Color. Study of pictures.

SYLLABUS, as in 2A

Grade 3A

COURSE OF STUDY

Freehand representation of objects; exercises illustrative of other branches of study. Simple constructive work from drawings; decorative design and its application. Color. Study of pictures.

SYLLABUS

FREEHAND REPRESENTATION. Crayon, charcoal, chalk, pencil, or brush used. Objects drawn should be from nature, such as grasses, leaves, twigs, flowers, vegetables, trees, or animals; or consist of familiar cylindrical and prismatic forms, such as lantern, box, etc. The forms selected for representation should be related to the child's life and environment. Interest should be aroused by developing this relationship.

The aim should be to develop habits of observation and judgment as to comparative proportions, by means of drawings of good size and placing. In drawing the familiar forms, special attention should be given to the direction of line, and relative proportions of the faces seen; in plant form drawing, to the characteristics of growth. Individual models should be used when possible; direction of line should be tested by the pencil.

ILLUSTRATIVE EXERCISES. Crayon, charcoal, pencil, or brush used. The illustrations made should embody ideas developed in the study of language work, nature study, history, geography, and other subjects.

The aim should be to accustom the child to express graphically such ideas as a test of the clearness of his conception. Comprehension of relations and proportions should be developed, emphasis being placed on the necessity of individual expression.

SIMPLE CONSTRUCTION, AND DESIGN. Paper, sticks, or other appropriate material used; for decoration, colored crayon or brush. The forms made should be suggested by the pupil's immediate interests in school, (nature study, language work, history, geography) in home, in seasons, or in holidays. Decorations should consist of simple original units proportioned to the space to be decorated.

The aim should be to develop accuracy and neatness, dexterity in handling simple tools, and skill in the application of simple designs. The use of the ruler should be taught in making necessary drawings, and opportunity should be offered for originality in construction and design. The decorative elements should illustrate repetition, alternation, and radiation.

COLOR. Water color, chalk, colored paper, natural, and manufactured objects. The aim should be to develop recognition of the intermediates of the six leading colors, and appreciation of simple harmonious combinations. The lessons should be developed in connection with the study of nature, language, drawing, and design.

STUDY OF PICTURES. The aim should be, through pictures illustrating interests of the child, to lead him to discover his relation to the objects depicted, and to contribute experiences of his own.

Grade 3B

COURSE OF STUDY

Freehand representation of objects; exercises illustrative of other branches of study. Simple constructive work from drawings; decorative design and its application. Color. Study of pictures.

SYLLABUS, as in 3A

Grade 4A

COURSE OF STUDY

Freehand representation of objects; exercises illustrative of other branches of study. Constructive work from drawings; decorative design and its application. Color. Study of pictures and other works of art.

SYLLABUS

FREEHAND REPRESENTATION. Pencil, crayon, charcoal, or brush used. Objects drawn should be from nature, such as grasses, leaves, flowers, vegetables, trees, or animals; or consist of familiar cylindrical and prismatic forms, such as lantern, bowl, can, box, (facing and turned).

The aim should be to develop habits of observation and judgment as to character and comparative proportions, by means of drawings of good size and placing. In drawing cylindrical and prismatic forms, special attention should be given to direction of line, and relative proportions of faces seen; in plant form drawing, to the characteristics of growth. Individual models should be used where possible; direction of lines should be tested by pencil holding. Lines of good quality should be sought.

ILLUSTRATIVE EXERCISES. Crayon, charcoal, pencil, or brush used. The illustrations made should represent ideas developed in the study of various branches, the drawings made being consequent and incidental to the lessons studied.

The aim should be to accustom the child to express graphically, such ideas as a test of the clearness of his conception, and to develop correct concepts of relations and proportions, the emphasis being placed on the necessity of individual expression.

CONSTRUCTIVE WORK, AND DESIGN. Oak tag, bogus or cartridge paper, gingham, straw board, or other appropriate material used. The forms used should be suggested by the pupil's needs and interests in school, or at home. Decorations, when applied, should consist of original modifications of geometric units, or units derived from natural forms.

The aim should be to secure dexterity in handling and accuracy in measurements, and to develop appreciation of beauty in form and line, as embodied in units designed for the decoration of constructed forms. In

measurements, minute fractions of inches should be avoided as far as practicable. All forms should be analyzed previous to their construction, in order that the necessary plans may be developed. Pupils should be encouraged to make at home original models showing modifications of the forms made in the class room.

COLOR. Water color and chalk should be used, and the materials employed in design. The aim should be to develop appreciation of combinations of tones of the same color. Warm and cold colors should be distinguished. The color instruction should be incidental to the work in drawing, design, and construction.

STUDY OF PICTURES. The works presented should be well known examples, illustrating home and animal life. The study should continue to be informal, with a view to relating the child's interests to the ideas expressed.

Grade 4B

COURSE OF STUDY

Freehand representation of objects; exercises illustrative of other branches of study. Constructive work from drawings; decorative design and its application. Color. Study of pictures and other works of art.

SYLLABUS, as in 4A.

Grade 5A

COURSE OF STUDY

Freehand representation of objects; simple composition. Constructive work from drawings; decorative design and its application. Color. Study of pictures and other works of art.

SYLLABUS

FREEHAND REPRESENTATION; SIMPLE COMPOSITION. Pencil, charcoal, crayon, or brush used. Objects drawn should be from nature, (leaves,

flowers, vegetables, trees, or animals) or from posed model and familiar forms (cylindrical, spherical, hemispherical, and rectangular), single and in single groups. The principles of pictorial design should be developed in drawing groups, or in making simple compositions, other familiar motives being utilized.

The aim should be to secure careful observation of the character of form, with special attention to the appearance of receding faces. Special attention should be given to relative proportions, and to direction and quality of line. Direction of line and proportion should be tested by pencil or other means. Drawings of plant forms should express characteristics of growth. In teaching principles of foreshortening, individual models should be used; groups should be placed in numbers sufficient to afford each pupil a satisfactory view.

CONSTRUCTIVE WORK, AND DESIGN. Oak tag, bogus or cartridge paper, straw board, or other appropriate material used. The forms made should be suggested by the pupil's needs and interests in school, or at home. Decorations should consist of original modifications of simple units, or of elements derived from natural forms.

The aim should be to develop ability to plan original forms, to design simple decorations, and to secure accuracy and independence in execution. The pupils should be led to understand the reasons for each step taken, and emphasis should be placed upon the simplicity of form and decoration. They should be encouraged to make original forms at home.

COLOR. Color instruction should be incidental to the work in drawing, design, and construction. The harmonies employed should be combinations of tones of the same color, or of a leading color or intermediate with a neutral.

STUDY OF PICTURES. The works presented should be examples of historic and social interest, and of out-door life. They should be studied with a view to realizing the idea which the artist has expressed. Simple forms of industrial art should also be presented.

Grade 5B

COURSE OF STUDY

Freehand representation of objects; simple composition. Constructive work from drawings; decorative design and its application. Color. Study of pictures and other works of art.

SYLLABUS, as in 5A

Grade 6A

COURSE OF STUDY

Freehand representation of objects; memory or imaginative drawings; simple composition. Principles of construction drawing; constructive work from patterns or working drawings; decorative design and its application. Color. Study of pictures and other works of art.

SYLLABUS

FREEHAND REPRESENTATION; SIMPLE COMPOSITION. Pencil, charcoal, crayon, or brush used. Objects drawn should be from nature, from posed model, and from familiar cylindrical and prismatic forms.

The aim should be to develop the principles of pictorial composition, and to apply such principles in the drawing of familiar forms from observation, memory, or imagination. Special attention should be given to the objective development of principles of perspective. Emphasis should be placed on pencil measurement, and on the drawing of familiar forms from memory. In drawing plant forms, blocking-in, foreshortening, and rendering, should receive special attention.

PRINCIPLES OF CONSTRUCTION DRAWING; DESIGN. Straw board, thin wood, or other appropriate material used. Exercises should include the planning and making of simple forms suggested by the needs of school and home. Decorative design should consist of original modifications made for a specific purpose, and adapted to the space to be decorated.

The aim should be to enable the pupil to express the facts of form necessary for construction, to secure fitness of purpose in applied design, and to develop accuracy and independence in execution. The pupils should be taught the principles of working drawing, should be led to realize the necessity of making plans before construction, and should be required to devise original modifications. They should be taught the principles of balance, rhythm, and harmony, and encouraged to apply at home their knowledge in the making of useful forms of construction and decoration.

COLOR. Color instruction should be incidental to the work in drawing, design, and construction. The combinations employed should be simple contrasted, or dominant harmonies.

STUDY OF PICTURES. The works presented should possess historic and social interest, and acknowledged merit. In the study of these examples, the elements that make for beauty should be sought. Simple forms of industrial art should also be presented.

Grade 6B

COURSE OF STUDY

Freehand representation of objects; principles of perspective; memory or imaginative drawings; simple composition. Principles of construction drawing; constructive work from patterns or working drawings; decorative design and its application. Color. Study of pictures and other works of art.

SYLLABUS, as in 6A

Grade 7A

COURSE OF STUDY

Freehand representation of objects; principles of perspective; memory or imaginative drawings; simple composition. Construction drawing; principles of constructive design. Ornament; decorative design and its application. Color. Study of pictures and other works of art.

SHOP WORK (Boys). The use and care of buck-saw, plane, chisel, brace, and bit; use of nails and screws. Application of stains. Making of simple useful articles from individ-

ual plans; application of appropriate decoration. Or, in schools in which shops are not provided, constructive work from patterns, working drawings, or design.

SYLLABUS

FREEHAND REPRESENTATION; PRINCIPLES OF PERSPECTIVE; SIMPLE COMPOSITION. Pencil, charcoal, crayon, or brush used. Objects drawn should be from nature, from posed models, and from familiar cylindrical, prismatic, and conical forms in various positions.

The aim should be to apply the principles of perspective and pictorial design in the drawing of familiar forms from observation, memory, or imagination. Special attention should be given to the application of the principles of perspective in the drawing of cylindrical and conical objects turned, and the drawing of plant forms. Appropriate rendering should be emphasized and illustrated by good examples.

CONSTRUCTION DRAWING, AND DECORATIVE DESIGN. Cardboard, wood, or other appropriate material used. The forms made should be those arising from the needs of school or suggested by the interests of the home, and should follow original working drawings made by the pupil. The designs should consist of natural or decorative motives adapted to the space to be ornamented.

The aim should be to develop the principles of structural and decorative design, and to cultivate the power to make drawings expressing the facts necessary for construction, and designs appropriate to the forms decorated. The necessity for beauty, strength, and fitness for a purpose, should be emphasized in structural design; also balance, rhythm, contrast, and harmony as principles of decorative design. Suggestive material should be presented in the forms of illustrations of good construction and decoration. Pupils should be taught the use of the drawing board, T-square, and triangles. They should be encouraged to apply their knowledge of construction and decoration at home.

CONSTRUCTIVE WORK. (Boys—in schools equipped with work-shops). The use and care of simple tools. Useful articles of wood or other material, from individual plans; application of appropriate decoration.

COLOR. Effect of color contrast should be studied; also the harmony resulting from the introduction of some one tone throughout all the colors of a design.

STUDY OF PICTURES. The pupils should be led to observe examples of fine art, and of industrial art of good form, color, and design. The pictures studied should be works of acknowledged merit, the subjective element being considered; analysis should be made of the composition, and some account of the artist should be given with reference to his work.

Grade 7B

COURSE OF STUDY

Freehand representation of objects; principles of perspective; memory or imaginative drawings; simple composition. Construction drawing; principles of constructive design. Ornament; decorative design and its application. Color. Study of pictures and other works of art.

SHOP WORK (Boys). Use and care of rip and cross-cut saw. Advanced exercises in nailing, sawing, planing, and chiseling. Structure of woods employed—pine, tulip, etc. Exercises in joining and in making useful articles from individual plans; application of appropriate decorations. Or, in schools in which shops are not provided, constructive work from patterns, working drawings, or designs.

SYLLABUS, as in 7A

Grade 8A

COURSE OF STUDY

Freehand representation of objects; memory or imaginative drawings; simple composition. Construction drawing; constructive design. Ornament; decorative design and its application. Color. Study of pictures and other works of art.

SHOP WORK (Boys). Advanced exercises in chiseling and joinery. Use of hand-screws; causes of checking and warp-

ing; qualities of hard woods—oak, ash, etc. Making useful articles from individual plans; application of appropriate decoration. Or, in schools in which shops are not provided, constructive work from patterns, working drawings, or design.

SYLLABUS

FREEHAND REPRESENTATION; SIMPLE COMPOSITION. Pencil, charcoal, crayon, or brush used. The objects drawn should be from nature, from posed model, and from forms distinguished by fine line, color, and proportion.

The aim should be to secure technical excellence in rendering and composition, and appreciation of the refinements of form. The emphasis should be placed on independent analysis and execution, and upon appropriate rendering. The pupil should be afforded opportunity for the study of examples of good technique.

CONSTRUCTION DRAWING, AND DECORATIVE DESIGN. Wood, metal, or other appropriate material used. The forms made should be those arising from the needs of the school or individual, or suggested by the interests of the home, and should follow original working drawing made by the pupil. The designs should consist of natural or decorative motives adapted to the space to be ornamented.

As an aid to the cultivation of taste, pupils should be led to observe examples of good structural and decorative design in various forms of industrial art, and should be required to apply their knowledge of construction and decoration in the forms made in school or home.

CONSTRUCTIVE WORK. (Boys—in schools equipped with work-shops). The use and care of tools; study of materials used; making useful forms of wood or other material from individual drawings. Application of appropriate decoration.

COLOR. Color harmony in nature, and in pictorial and industrial art, should be studied particularly with a view to application in design, and also in dress and the home.

STUDY OF PICTURES. The taste of pupils should be cultivated by the study of well-known pictures and other works of art. They should be required to seek information concerning the artists and their work, and should be urged to visit the museums, and to examine critically examples of industrial art and illustrations in books and periodicals.

Grade 8B

COURSE OF STUDY

Freehand representation of objects; memory or imaginative drawings; simple composition. Construction drawing; constructive design. Ornament; decorative design and its application. Color. Study of pictures and other works of art.

SHOP WORK (Boys). Nature and application of mortise and dovetail joint. Characteristics of common woods. The construction of useful articles from individual plans. Application of appropriate decoration. Communal exercises related to interests of school. Or, in schools in which shops are not provided, constructive work from patterns, working drawings, or designs.

SYLLABUS, as in 8A

SEWING AND CONSTRUCTIVE WORK

INTRODUCTORY NOTE

The instruction in sewing and constructive work at first should be of the simplest and most definite character. While an effort is made to secure attention and painstaking endeavor, the work of young children should be treated with great indulgence. Accuracy and dexterity will develop more surely in the child whose ability is not overtaxed.

Cord and raffia are materials peculiarly adapted to the ability of little children, who are not ready for work requiring more minute motor activity. The exercises to be followed consist of a series of coarse knots and stitches, which train the fingers for finer work, giving them freedom of movement and deftness of touch. These lessons should be carried out progressively, each step being applied in making a finished article, either for the home or for school.

The aim of all this work is to strengthen the mind and the hand, by exercises entirely within the limit of the child's proper activities, and to give him a training which will develop a power to think and to do.

In the higher grades, a knowledge of drafting and garment-making will fit the girl for the practical problems of life, and give her ability to solve many domestic problems.

Instruction in mending, a knowledge of textiles and of proper purchasing of materials, should be emphasized.

The æsthetic, as well as the utilitarian value of sewing should be recognized. In the fifth year, opportunity is given for the application of decorative stitches to various articles for personal or household use. Fitness to purpose, material, structure, design, and color, are preliminary steps to this application. The child should combine her skill in stitches, knowledge of design, love for the beautiful, and her active interest in doing, by making something that will show the application of art to needle work.

In other grades, applied design is recommended as supplementary work, where, after the garment-making is completed; the more skilful workers of the class may still further develop their artistic powers. The use of blackboard diagrams and class demonstration by the teacher is suggested.

Grade 1A

COURSE OF STUDY

Cord work: simple knotting; applications.

SYLLABUS

MATERIALS: coarse cable cord and cotton lacers, assorted colors.

EXERCISES: knots made with single cords; single knot, triple or quadruple knots; chain stitch.

APPLICATIONS: whistle chains, horse reins, fan chain, key chain, and other articles.

Grade 1B

COURSE OF STUDY

Cord work: double knotting and looping; applications.

SYLLABUS

MATERIALS: coarse cord and lacers, assorted colors.

EXERCISES: knots made with two cords; double chain stitch; plain looping; shoe string knot; spiral chain.

APPLICATIONS: curtain chains, napkin rings, sponge bags, and other articles.

Grade 2A

COURSE OF STUDY

Cord, raffia, and sewing; button hole looping; fancy knotting; large stitches on canvas; applications.

SYLLABUS

MATERIALS: cord, lacers, raffia, canvas, worsted, needles, and thimbles.

EXERCISES: single and double buttonhole looping; double chain stitch in either cord or raffia; square knot; running and overcasting stitches on canvas sampler; drills in the use of needle and thimble.

APPLICATIONS: picture frames, book marks, napkin rings, shopping bags, canvas sampler made into needle book, and other articles.

Grade 2B

COURSE OF STUDY

Cord, raffia, and sewing; advanced knotting and tying; elementary stitches on canvas; applications.

SYLLABUS

MATERIALS: cord, lacers, raffia, canvas, linen crewel, needles, and thimbles.

EXERCISES: military knot; spiral chain; weaver's knot; sailor's knot; chain of wall knots; back stitch and cross stitch on canvas.

APPLICATIONS: fancy chains, lanyards, card cases, rattles, whisk broom holders, hammocks and bags, iron holders and mats made from canvas sampler, and other articles.

Grade 3A

COURSE OF STUDY

Cord, raffia, and sewing ; simple braiding ; sewing of seams ; applications.

SYLLABUS

MATERIALS: cord, raffia, lacers, cotton cloth, buttons, tapes, thread, needles, and thimbles.

EXERCISES: braiding of three or more strands ; basting, running and stitching ; joining two pieces of cloth.

APPLICATIONS: braided horse reins, belts, spool cases, baskets, hats ; outlining doilies, making marble bags, button bags, sewing on buttons and tapes.

Grade 3B

COURSE OF STUDY

Weaving and sewing ; instruction on fibres and textiles ; applications.

SYLLABUS

MATERIALS: looms, raffia, knitting cotton, worsted, rug yarns, denim, felt, cotton cloth, thread, needles, and thimbles.

In this grade pupils should be led to see the connection between the method of braiding and shaping the articles they have previously made, and the more advanced work of weaving a piece of textile on a loom. The many fibres used in the materials for the entire course form a ground work for this instruction. The intricacies of manufacture are too difficult for comprehension, but the lesson on warp, woof, and selvedge, heddle, shuttle, and lay will call forth an interest in textiles and their uses.

EXERCISES: weaving on small looms ; overhanding stitch.

APPLICATIONS: mats of wool or raffia, wash cloths, rag carpet, matting, rugs of many varieties and design ; pencil cases, needle books, covered balls, pin cushions, sails, and other articles.

Grade 4A

COURSE OF STUDY

Advanced stitches applied to small garments; mending.

SYLLABUS

In order to make a garment it is necessary to think, to plan, and to be accurate.

EXERCISES: hemming and gathering stitches; hemmed patches.

APPLICATIONS: small aprons or other articles; mending garments.

Grade 4B

COURSE OF STUDY

Decorative stitches applied to small garments; repairing garments.

SYLLABUS

Decoration of a garment should always be planned with thought of its suitability to the material and the article.

EXERCISES: blanket stitch; feather stitch; catch stitch; Kensington or stem stitch; buttonhole stitch; hem stitch; chain stitch.

APPLICATIONS: small flannel skirts or babies' blankets; neck ties, or other articles; dress patch.

Grade 5A

COURSE OF STUDY

Applied design; repairing garments.

SYLLABUS

The stitches in grade 4B should be applied in outlining designs. The lessons in darning, and the instruction in weaving of grade 3B, should be reviewed.

EXERCISES: dress darning; stocking darning.

APPLICATIONS: repairing garments. Applied design—one of the following articles: collar and cuffs, center pieces, doilies, pin cushion, and magazine covers.

Grade 5B

COURSE OF STUDY

Drafting and sewing; cutting and making small garments.

SYLLABUS

Mathematical calculation, exact measurement, and true proportion are all necessary for a successful lesson in pattern drafting.

EXERCISES: simple drafts; buttonholes and loops, hooks and eyes.

APPLICATIONS: under garments, kimonos, or skirts; designs for trimming skirts applied for supplementary work.

Grade 6A

COURSE OF STUDY

Drafting and sewing; estimating quantity of material; drafting to scale; applied design.

SYLLABUS

In connection with the drafting and making of clothing, instruction should be given which will enable the pupils to select with judicious expenditure of time and money, such materials and designs as are suitable for various occasions and individuals. Applied design is recommended as supplementary work.

APPLICATIONS: small shirt waists, or French waists, or fancy aprons. Applied design: borders for trimming garments, work boxes, case for embroidery silks.

Grade 6B

COURSE OF STUDY

Drafting and sewing; the study of color harmony in connection with textiles; drafting to scale; garment making; applied design.

SYLLABUS

Pupils should draft from their own measures and reduce to a scale. Color schemes, tints, shades, and application of the same, should be applied to general and specific cases, connecting different colors and showing their relation to each other and their application to dress.

EXERCISES: napery hemming; initial marking.

APPLICATIONS: garments; applied design as supplementary work; marking towels, napkins, table cloths, and other articles.

Grade 7A

COURSE OF STUDY

Drafting and making full-sized garments; applied design; use of patterns.

SYLLABUS

Explain method of using bought patterns, carefully noting notches, perforations, and the joining of the different parts. Instruction should also be given in the economic planning of material.

APPLICATIONS: unlined cotton dresses; applied design as supplementary work.

Grade 7B

COURSE OF STUDY

Drafting and making full-sized garments; applied design; use of patterns.

SYLLABUS

EXERCISES: rolling and whipping ruffles; matching and joining embroidery and lace.

APPLICATIONS: full size undergarments. Designs applied for decorating garments.

Grade 8A

COURSE OF STUDY

Drafting and making garments; applied design.

SYLLABUS

EXERCISES: dress trimmings and finishings; folds, pipings, facings; slip stitching on dress materials; pockets.

APPLICATIONS: small gored skirt lined, or other articles.

Grade 8B

COURSE OF STUDY

Drafting and making garments; applied design.

SYLLABUS

EXERCISES: buttonholes on dress materials; placing whale bones.

APPLICATIONS: tight-fitting small lined waist, or other articles.

COOKING

INTRODUCTORY NOTE

The aims of the course in cooking are well expressed in the following quotation from Ruskin:

“Good cooking means the knowledge of all herbs, and fruit, and balms, and spices, and of all that is healing and sweet in fields and groves, and savory in meats. It means carefulness, and inventiveness, and watchfulness, and willingness, and readiness of appliance; it means the economy of your great grandmothers, and the science of modern chemists; it means much tasting and no wasting; it means English thoroughness and French art and Arabian hospitality; it means, in fine, that you are to be perfectly and always ladies (loaf givers).”

The course in cooking includes individual laboratory work and instruction in the methods of the proper performance of household labor. The theory and practice of the subject should be closely interwoven in actual experience. Principles, measurements, and proportions should be so taught that the student may be able to make her own recipes.

The following may be taught as time permits: combustion, economy in use of fuels, water as a solvent; tests for hard and soft water; impurities, and their removal; effects of heat in water; physical and chemical changes in food caused by heat.

Grade 7A

COURSE OF STUDY

The equipment and care of the kitchen. Cooking of potatoes, cereals, fruits, quick breads, eggs and milk; cream soups and flour pastes.

SYLLABUS

POTATOES. Baked, boiled, riced, mashed, creamed potatoes; fuel value of potato; digestion of starch and value of starchy foods; economy in paring and cooking potatoes.

CEREALS. Mush from various grains served hot and moulded; cereals compared with potatoes.

FRUITS. Stewed prunes, stewed and baked apples, baked bananas, and other fruits, served with cereals.

CREAM SOUPS. Tomato, asparagus, celery, potato, corn, and pea soups.

FLOUR PASTES. Spaghetti with tomato sauce; baked macaroni with cheese.

EGGS AND MILK. Omelets; custard; cottage cheese; rennet custard; food value of eggs and milk; digestion of albumin; effects of heat on albumin; butter making; value of cheese.

QUICK BREADS. Biscuits, muffins, griddle cakes, as distinguished from yeast breads, which require a longer time for cooking; uses of soda, acids, alkalies, baking powders; batters and doughs; digestion of quick breads.

HOUSEKEEPING. Making and care of kitchen fire; managing a gas range; care of the sink, waste pipe and trap, garbage pail, refrigerator, kitchen floor, woodwork and oilcloth; dishwashing.

LAUNDRY WORK. Washing of dish towels, dish-cloths, sink-cloths, and dust-cloths.

Grade 7B

COURSE OF STUDY

Making bread. Cooking eggs, meat, and vegetables. Tea, coffee, cocoa; simple desserts. Cooking for invalids. Equipment and care of a dining-room.

SYLLABUS

BREAD. White bread, whole wheat bread, bread rolls; food value of wheat flour; yeast; fermentation.

EGGS. Soft-cooked eggs; eggs dropped on toast; poached eggs.

MEATS. Broiling, roasting, boiling meats; soup-stock, and soups; principles of carving.

Preparation of tissue-building foods, and of acid and mineral supplying foods.

TEA, COFFEE, AND COCOA. Comparative value; effects; adulterations.

JELLIES, puddings, custards, apple tapioca, corn-starch.

VEGETABLES in season.

HOUSEKEEPING. Necessary furnishings of the dining-room; care of silver and glassware.

LAUNDRY WORK. Review of first year's work; washing and ironing napkins.

Grade 8A

COURSE OF STUDY

Cooking of beef, mutton, poultry, fish, and shell fish. Jellies, cakes, and ices. Salads. Canning fruits and vegetables. Cooking for infants and invalids. Table service and dining-room customs. Fittings and care of the sick-room.

SYLLABUS

MEATS. Stewing and braising; cooking meats unused after first preparation; digestibility of fresh-cooked and warmed-over meats; smoked and salted meats, and fish. POULTRY. Roasting, broiling, baking, and frying poultry.

FISH AND SHELL FISH. Baking, boiling, broiling fish; fish sauces; food value and digestibility. OYSTERS. Raw, stewed and scalloped.

SALADS. Fruit and vegetable salads; salad dressings.

CANNING AND PRESERVING of fruits and vegetables in season; jelly-making. Sterilization, bacteria, fermentation, decay.

CONDIMENTS.

SIMPLE CAKES. Molasses, standard, and sponge cakes. Ice creams and water ices.

HOUSEKEEPING. Table-setting; decoration; serving; manners and personal appearance.

LAUNDRY WORK. Review, and laundering of aprons, caps; economical use of starch, soap, and bluing.

NURSING. Fittings and care of sick-room. Cooking for infants and invalids; gruels; egg preparations, egg gruel, shirred egg; milk preparations, albuminized milk, peptonized milk, koumiss; meat preparations, beef tea, beef juice, raw beef sandwiches, broiled chop; clam broth; jelly; lemon whey. The invalid's tray.

Grade 8B

COURSE OF STUDY

The preparation of simple breakfasts, luncheons, and dinners.

Comparative value of foods. Dietaries. Nursing. Marketing. Laundering. Removal of stains. Home sanitation.

SYLLABUS

PLANNING MEALS. Menus; planning suitable diet for children; school luncheons. Mastication and proper digestion; digestibility of starch, sugars, proteids, and potatoes.

CEREALS. Cereals with fruits, coffee, quick breads, and eggs.

SOUP. Fish and meat soups, and gravies. Vegetables; desserts.

Suitable dishes for breakfasts, dinners, and luncheons.

HOUSEKEEPING. Marketing; study of different cuts of meat; prices compared with nutritive value. Selection and care of vegetables and fruits. Economy in buying milk, butter, and eggs. Home sanitation; modern plumbing and its care; use of disinfectants. The bedroom, ventilation and sunlight, making of bed, airing of bed and bedding. In schools where cots have not been furnished, doll's beds may be used. Sitting-room or home-room.

LAUNDRY WORK. Washing of fabrics of different color and texture. Removal of ink, iron, fruit, and grease stains.

NURSING. Dietaries; baths.



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